Preface

I am pleased to submit the 2015 Annual Institutional Profile (AIP) for Bergen Community College.

Submission of the attached report fulfills the 1994 Higher Education Restructuring Act mandate to “prepare and make available to the public an annual report on the condition of the institution.” The form and content of the report is established by the Office of the Secretary of Higher Education, and the performance indicators and institutional information in the AIP have been compiled and arranged by the Center for Institutional Effectiveness at Bergen Community College. The Annual Institutional Profile provides a summary of the relevant institutional data, as well as the College’s accomplishments and contributions to our community.

College Overview

Bergen Community College was founded in 1965 to provide accessible, affordable, and comprehensive community education services for the Bergen County region. Construction of the permanent campus began in 1969 in Paramus. Over the past 45 years, the college has expanded its main campus to include an expansive library, theater, student center, and new buildings housing additional classroom space, and state-of-the-art technology, art, music, and communications facilities. In 1970, the Ciarco Learning Center in Hackensack, NJ was founded to provide non-credit education and counseling services including GED and adult ESL courses. Most recently, in an attempt to expand its offerings to the southern portion of Bergen County, a new satellite site, Bergen Community College at the Meadowlands, began offering courses at a newly-purchased facility in Lyndhurst, NJ. As of Fall 2014, Bergen Community College enrolled almost 16,000 students in degree programs, as well as nearly 10,000 more in continuing and adult education programs.

Vision

As a college of choice, Bergen Community College provides a comfort level that enables students of all abilities to mature as learners and engaged citizens. A leading community college in the nation, the College creates a stimulating, rigorous, and inclusive learning environment. Use of innovative technology enhances learning experiences and widens access to learning media. Community and business leaders value the College as a reliable partner and principal provider of workforce development. Bergen County residents of all ages and cultural backgrounds appreciate the College as the hub of their educational and cultural activities.

Mission

Bergen Community College educates a diverse student population in a supportive and challenging academic environment that fosters civility and respect. The College offers a comprehensive set of accessible, affordable, high-quality credit and non-credit courses as well as degree and non-degree programs. Bergen provides lifelong learning opportunities for all members of the community. The College responds to community needs through workforce training and continuing education, and by developing programs for employers.

Values

To fulfill the vision and mission of Bergen Community College, we are committed to:

- Integrity
- Student Success
- Academic and Institutional Excellence
- Lifelong Learning
- Respect
- Accountability
- Innovation

These core values will guide our daily endeavors.

All information supplied in the following Institutional Profile, prepared by the Center for Institutional Effectiveness at Bergen Community College, is accurate and complete to the best of my knowledge.

Dr. B. Kaye Walker
President, Bergen Community College
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Section A: Accreditation Status

1. Institutional Accreditation

Bergen Community College is accredited by the Middle States Commission on Higher Education.

Accreditation was last reaffirmed by Middle States in Spring 2013.

2. Professional Accreditation

The following professional programs are individually accredited:

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene</td>
<td>Commission on Dental Accreditation</td>
</tr>
</tbody>
</table>
| Diagnostic Medical Sonography | Commission on Accreditation of Allied Health Education Programs  
                               | Joint Review Commission in Diagnostic Medical Sonography                           |
| Legal Nurse Consulting | American Bar Association                                                            |
| Medical Office Assistant | Commission on Accreditation of Allied Health Education Programs  
                              | Medical Assisting Education Review Board                                             |
| Nursing               | New Jersey State Board of Nursing                                                  
                               | National League for Nursing Accrediting Commission                                   |
| Paralegal Studies     | American Bar Association                                                            |
| Paramedic Science     | Commission on Accreditation of Allied Health Education Programs  
                              | Educational Programs for the Emergency Medical Services Professions Accrediting Commission |
| Radiation Therapy     | Joint Review Committee on Education in Radiologic Technology                        
                              | New Jersey Radiologic Technology Board of Examiners                                  |
| Radiography           | Joint Review Committee on Education in Radiologic Technology                        
                              | New Jersey Radiologic Technology Board of Examiners                                  |
| Respiratory Care      | Commission on Accreditation for Respiratory Care                                    |
| Surgical Technology   | Commission on Accreditation of Allied Health Education Programs  
                              | Accreditation Review Council on Education in Surgical Technology and Surgical Assisting |
| Veterinary Technology | American Veterinary Medical Association                                             |
Section B. Number of Students Served

1. Number of Undergraduate Students by Attendance Status

*Enrolled Students (unduplicated) by Status, Fall 2014*

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>8,976</td>
<td>57.4%</td>
<td>6,675</td>
<td>42.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15,651</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: IPEDS Fall Enrollment Survey*

*Five-Year Unduplicated Enrollment Comparison, Fall 2010 - Fall 2014*

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Time</td>
<td>7,215</td>
<td>7,297</td>
<td>7,319</td>
<td>6,997</td>
<td>6,675</td>
</tr>
<tr>
<td>Full Time</td>
<td>9,982</td>
<td>9,974</td>
<td>9,696</td>
<td>8,885</td>
<td>8,976</td>
</tr>
</tbody>
</table>

*Source: IPEDS Fall Enrollment Survey*

2. Number of Graduate Students by Attendance Status

Not applicable to community colleges.

3. Number of Non-Credit Students Served

<table>
<thead>
<tr>
<th></th>
<th>Total Number of Registrations¹</th>
<th>Unduplicated Headcount</th>
<th>Total Clock Hours (One Clock Hour = 60 minutes)</th>
<th>Total FTEs²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Enrollment</td>
<td>16,092</td>
<td>6,667</td>
<td>489,879</td>
<td>1,089</td>
</tr>
<tr>
<td>Customized Training</td>
<td>2,209</td>
<td></td>
<td>15,996</td>
<td>36</td>
</tr>
</tbody>
</table>

¹Includes all registrations in any course that started on July 1, 2013 through June 30, 2014.
²FTEs were computed by converting clock hours to credit hours (by dividing by 15), then converting credit hours to FTEs (dividing by 30).

*Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training.*

4. Unduplicated Number of Students for Entire Academic Year

<table>
<thead>
<tr>
<th></th>
<th>Total Headcount</th>
<th>Total Credit Hours</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22,537</td>
<td>355,064</td>
<td>11,835</td>
</tr>
</tbody>
</table>

*Source: IPEDS 12-Month Enrollment Survey*
Section C: Characteristics of Undergraduate Students

1. Mean Math, Reading, and Writing SAT Scores

   Not applicable to community colleges.

2. Enrollment in Remediation Courses by Subject Area

   **Basic skills placement test administered and criteria (if any) for selecting test takers in Fall 2014:**
   - All degree-seeking students and all non-degree-seeking students who reach their 11th attempted credit are required to take a basic skills assessment and placement test in reading, writing, computation, and algebra (Accuplacer).
   - Tests are waived for students (a) scoring a 530 or higher on math or scoring a 540 or higher on critical reading on the new SAT, valid within the past 5 years, (b) scoring a 23 or higher on the math ACT, valid within the past 5 years, (c) possessing a US bachelor’s degree or higher, or (d) having completed a college-level mathematics class or college-level English composition class.

   **Total Number of Undergraduate Students Enrolled in Remediation in Fall 2014:**

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>Remedial Enrollment*</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>15,651</td>
<td>4,285</td>
<td>27.4%</td>
</tr>
</tbody>
</table>

   *Number of Students Enrolled in One or More Remedial Courses

   Source: SURE Fall Enrollment file

   **Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2014:**

<table>
<thead>
<tr>
<th>ALL FTFT Students</th>
<th>Enrolled in One or More Remedial Courses</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,713</td>
<td>1,785</td>
<td>65.8%</td>
</tr>
</tbody>
</table>

   Source: SURE Fall Enrollment file

   **Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2014 by Subject Area:**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of FTFT Enrolled</th>
<th>Percent of all FTFT Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computation</td>
<td>1,007</td>
<td>37.1%</td>
</tr>
<tr>
<td>Algebra</td>
<td>228</td>
<td>8.4%</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>English</td>
<td>1,541</td>
<td>56.8%</td>
</tr>
</tbody>
</table>

   Source: SURE Fall Enrollment file
Section C: Characteristics of Undergraduate Students (Continued)

3. Race/Ethnicity, Sex, and Age

Undergraduate Enrollment by Race/Ethnicity*, Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Full-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>2,712</td>
<td>30.2%</td>
<td>577</td>
<td>6.4%</td>
</tr>
<tr>
<td>Black</td>
<td>2,388</td>
<td>35.8%</td>
<td>384</td>
<td>5.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,388</td>
<td>35.8%</td>
<td>384</td>
<td>5.8%</td>
</tr>
<tr>
<td>Asian*</td>
<td>626</td>
<td>7.0%</td>
<td>531</td>
<td>8.0%</td>
</tr>
<tr>
<td>Total</td>
<td>5,100</td>
<td>32.6%</td>
<td>961</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Sex, Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th></th>
<th></th>
<th>Female</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Full-Time</td>
<td>4,889</td>
<td>54.5%</td>
<td>4,087</td>
<td>45.5%</td>
<td>8,976</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td>3,231</td>
<td>48.4%</td>
<td>3,444</td>
<td>51.6%</td>
<td>6,675</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8,120</td>
<td>51.9%</td>
<td>7,531</td>
<td>48.1%</td>
<td>15,651</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

Undergraduate Enrollment by Age, Fall 2014

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>N</td>
<td>35</td>
<td>3,583</td>
<td>2,790</td>
<td>1,225</td>
<td>727</td>
<td>287</td>
<td>122</td>
<td>149</td>
<td>53</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.4%</td>
<td>39.9%</td>
<td>31.1%</td>
<td>13.6%</td>
<td>8.1%</td>
<td>3.2%</td>
<td>1.4%</td>
<td>1.7%</td>
<td>0.6%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Part-time</td>
<td>N</td>
<td>50</td>
<td>763</td>
<td>1,455</td>
<td>1,634</td>
<td>1,198</td>
<td>557</td>
<td>355</td>
<td>394</td>
<td>225</td>
<td>43</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.7%</td>
<td>11.4%</td>
<td>21.8%</td>
<td>24.5%</td>
<td>17.9%</td>
<td>8.3%</td>
<td>5.3%</td>
<td>5.9%</td>
<td>3.4%</td>
<td>0.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>N</td>
<td>85</td>
<td>4,346</td>
<td>4,245</td>
<td>2,859</td>
<td>1,925</td>
<td>844</td>
<td>477</td>
<td>543</td>
<td>278</td>
<td>44</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.5%</td>
<td>27.8%</td>
<td>27.1%</td>
<td>18.3%</td>
<td>12.3%</td>
<td>5.4%</td>
<td>3.0%</td>
<td>3.5%</td>
<td>1.8%</td>
<td>0.3%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey
Section C: Characteristics of Undergraduate Students (Continued)


**Financial Aid from Federal-Funded Programs, AY 2013-14**

<table>
<thead>
<tr>
<th>Program</th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grants</td>
<td>7,364</td>
<td>21,618,002</td>
<td>2,935.63</td>
</tr>
<tr>
<td>College Work Study</td>
<td>330</td>
<td>574,868</td>
<td>1,742.02</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>SEOG</td>
<td>2,622</td>
<td>365,748</td>
<td>139.49</td>
</tr>
<tr>
<td>PLUS Loans</td>
<td>54</td>
<td>301,710</td>
<td>5,587.22</td>
</tr>
<tr>
<td>Stafford Loans (Subsidized)</td>
<td>1,990</td>
<td>5,789,436</td>
<td>2,909.26</td>
</tr>
<tr>
<td>Stafford Loans (Unsubsidized)</td>
<td>1,968</td>
<td>5,159,529</td>
<td>2,621.71</td>
</tr>
<tr>
<td>Source: NJIPEDS Form #41 Student Financial Aid Report</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Financial Aid from State-Funded Programs, AY 2013-14**

<table>
<thead>
<tr>
<th>Program</th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Aid Grants (TAG)</td>
<td>3,108</td>
<td>5,597,361</td>
<td>1,800.95</td>
</tr>
<tr>
<td>Educational Opportunity Fund (EOF)</td>
<td>369</td>
<td>310,294</td>
<td>840.91</td>
</tr>
<tr>
<td>Outstanding Scholars (OSRP)</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Distinguished Scholars</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>NJ STARS</td>
<td>166</td>
<td>472,801</td>
<td>2,848.20</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>29</td>
<td>152,888</td>
<td>5,272.00</td>
</tr>
</tbody>
</table>

**Financial Aid from Institutional-Funded Programs, AY 2013-14**

<table>
<thead>
<tr>
<th>Program</th>
<th>Recipients</th>
<th>Dollars($)</th>
<th>$/Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants/Scholarships</td>
<td>430</td>
<td>651,658</td>
<td>1,515.48</td>
</tr>
<tr>
<td>Loans</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: NJIPEDS Form #41 Student Financial Aid Report
Section C: Characteristics of Undergraduate Students (Continued)

5. Percentage of Students who are New Jersey Residents

Fall 2014 First-Time, Full-Time (FTFT) Undergraduate Enrollment by State Residence

<table>
<thead>
<tr>
<th></th>
<th>NJ Residents</th>
<th>Non-State Residents</th>
<th>Total</th>
<th>% state Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>3,287</td>
<td>99</td>
<td>3,386</td>
<td>97.1%</td>
</tr>
</tbody>
</table>

Source: IPEDS Fall Enrollment Survey

Total Enrollments by State Residence

<table>
<thead>
<tr>
<th></th>
<th>NJ Residents*</th>
<th>Non-State Residents</th>
<th>Total</th>
<th>% State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>14,869</td>
<td>782</td>
<td>15,651</td>
<td>95.0%</td>
</tr>
</tbody>
</table>

*Includes state unknown
Source: SURE Fall Enrollment Survey
Section D: Student Outcomes

1. Graduation Rates

   a. Four-, Five- and Six-Year Graduation Rate by Race/Ethnicity

   Not applicable to community colleges.

   b. Two-Year Graduation Rate

<table>
<thead>
<tr>
<th>Fall 2011 Cohort</th>
<th>N Graduates</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,857</td>
<td>116</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

   Source: IPEDS Graduation Rate Survey

   c. Three-Year Graduation and Transfer Rate by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Fall 2011 Cohort</td>
<td>911</td>
<td>24.9%</td>
<td>184</td>
</tr>
<tr>
<td>Graduated in 3 years</td>
<td>227</td>
<td>13.4%</td>
<td>15</td>
</tr>
<tr>
<td>Transfers</td>
<td>122</td>
<td>13.4%</td>
<td>34</td>
</tr>
</tbody>
</table>

   *Other includes American Indians, Native Hawaiian & Pacific Islanders, 2 or More Races and Unknown.
   Source: IPEDS Graduation Rate Survey

2. Third-Semester Retention Rates

   By Attendance Status

<table>
<thead>
<tr>
<th></th>
<th>First-Time, Fall 2013</th>
<th>Retained Fall 2014</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>2,559</td>
<td>1,717</td>
<td>67.1%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>655</td>
<td>330</td>
<td>50.4%</td>
</tr>
</tbody>
</table>

   Source: IPEDS Fall Enrollment Survey, Part E

3. Degrees Awarded

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.A. Degrees</td>
<td>475</td>
<td>442</td>
<td>329</td>
<td>392</td>
<td>356</td>
</tr>
<tr>
<td>A.F.A. Degrees</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>A.S. Degrees</td>
<td>955</td>
<td>1,069</td>
<td>1,461</td>
<td>1,658</td>
<td>1,656</td>
</tr>
<tr>
<td>A.A.S. Degrees</td>
<td>437</td>
<td>442</td>
<td>431</td>
<td>463</td>
<td>422</td>
</tr>
<tr>
<td>Certificates</td>
<td>49</td>
<td>74</td>
<td>63</td>
<td>91</td>
<td>76</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,916</td>
<td>2,027</td>
<td>2,285</td>
<td>2,610</td>
<td>2,514</td>
</tr>
</tbody>
</table>

   Source: SURE Graduation File
Section E: Faculty Characteristics

1. Full-Time Faculty by Race/Ethnicity, Sex, Academic Rank, and Tenure Status, Fall 2014

|                      | White |    | Black |    | Hispanic |    | Asian* |    | American Ind. |    | Non-Resident Alien |    | Race Unknown* |    | Total |    |       |    |       |    |       |    |       |
|----------------------|-------|----|-------|----|----------|----|--------|----|---------------|----|-------------------|----|-------------|----|-------|----|-------|----|-------|----|-------|----|-------|----|-------|
|                      | M     | F  | M     | F  | M       | F  | M      | F  | M            | F  | M               | F  | M         | F  | M     | F  | M     | F  | M     | F  | M     | F  | M     | F  | M     | F  | M     |
| Tenured              |       |    |       |    |         |    |        |    |               |    |                  |    |           |    |       |    |       |    |       |    |       |    |       |    |       |    |       |
| Professors           | 42    | 31 | 3     | 3  | 1       | 1  | 2      | 2  | 1            | 0  | 0                 | 0  | 0         | 0  | 0     | 49 | 37    |    |       |    |       |    |       |    |       |    |       |
| Associate Prof.      | 38    | 46 | 2     | 3  | 2       | 1  | 1      | 3  | 0            | 0  | 0                 | 0  | 0         | 0  | 43    | 53 |       |    |       |    |       |    |       |    |       |    |       |
| Assistant Prof.      | 11    | 24 | 1     | 2  | 0       | 3  | 1      | 1  | 0            | 0  | 0                 | 0  | 0         | 0  | 13    | 30 |       |    |       |    |       |    |       |    |       |    |       |
| All Others           | 1     | 2  | 0     | 0  | 0       | 0  | 0      | 0  | 0            | 0  | 0                 | 0  | 0         | 0  | 1     | 2  |       |    |       |    |       |    |       |    |       |    |       |
| TOTAL                | 92    | 103 | 6     | 8  | 3       | 5  | 4      | 6  | 1            | 0  | 0                 | 0  | 0         | 0  | 106   | 122 |       |    |       |    |       |    |       |    |       |    |       |
| Without Tenure       |       |    |       |    |         |    |        |    |               |    |                  |    |           |    |       |    |       |    |       |    |       |    |       |    |       |    |       |
| Professors           | 1     | 0  | 0     | 0  | 0       | 0  | 0      | 0  | 0            | 0  | 0                 | 0  | 0         | 0  | 1     | 0  |       |    |       |    |       |    |       |    |       |    |       |
| Associate Prof.      | 0     | 2  | 0     | 0  | 0       | 0  | 0      | 0  | 0            | 0  | 0                 | 0  | 0         | 0  | 0     | 2  |       |    |       |    |       |    |       |    |       |    |       |
| Assistant Prof.      | 6     | 18 | 0     | 1  | 1       | 1  | 0      | 1  | 0            | 0  | 0                 | 0  | 0         | 0  | 7     | 21 |       |    |       |    |       |    |       |    |       |    |       |
| All Others           | 34    | 67 | 2     | 2  | 1       | 0  | 3      | 6  | 0            | 0  | 0                 | 0  | 0         | 0  | 40    | 75 |       |    |       |    |       |    |       |    |       |    |       |
| TOTAL                | 41    | 87 | 2     | 3  | 2       | 1  | 3      | 7  | 0            | 0  | 0                 | 0  | 0         | 0  | 48    | 98 |       |    |       |    |       |    |       |    |       |    |       |

* Note: Asian includes Pacific Islanders and Unknown includes 2 or More Races.
Source: IPEDS Human Resources Survey

2. Percentage of Course Sections Taught by Full-Time Faculty, Fall 2014

<table>
<thead>
<tr>
<th>Course Sections</th>
<th>Taught by FT Faculty</th>
<th>Taught by PT Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2606</td>
<td>1,645</td>
<td>961</td>
</tr>
</tbody>
</table>

Source: BCC Student Information System

3. Ratio of Full- to Part-Time Faculty, Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>374</td>
<td>36.7%</td>
<td>646</td>
<td>63.3%</td>
</tr>
</tbody>
</table>

Source: IPEDS Human Resources Survey
Section F: Characteristics of the Board of Trustees

1. Race/Ethnicity and Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
<th>Non-Res Alien</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

2. List of Trustees with Titles/Affiliations

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Carter Corriston, Chairman</td>
<td>Attorney</td>
</tr>
<tr>
<td>Philip J. Ciarco III, Vice Chairman</td>
<td>Retired, Business Management</td>
</tr>
<tr>
<td>James R. Napolitano, Secretary</td>
<td>Consultant</td>
</tr>
<tr>
<td>Dorothy L. Blakeslee, Treasurer</td>
<td>Chief Operating Officer, Browncoats Consulting, Inc.</td>
</tr>
<tr>
<td>James D. Demetrakis, Trustee</td>
<td>Attorney</td>
</tr>
<tr>
<td>Dr. Jo-Anne Mecca, Trustee</td>
<td>Director, Center for Teacher Preparation and Partnerships</td>
</tr>
<tr>
<td>Anthony Miller, Trustee</td>
<td>Retired</td>
</tr>
<tr>
<td>Michael J. Neglia, Trustee</td>
<td>President, Neglia Engineering</td>
</tr>
<tr>
<td>Irene Ouijo, Trustee</td>
<td>Assistant Director, Fairleigh Dickinson University</td>
</tr>
<tr>
<td>Germaine Ortiz, Trustee</td>
<td>Consultant</td>
</tr>
<tr>
<td>Norah Peck, Trustee</td>
<td>Interim Superintendent of Schools, Bergen County</td>
</tr>
<tr>
<td>Lorraine Derwin, Alumni Trustee</td>
<td>Student</td>
</tr>
</tbody>
</table>

3. Additional Information about Trustees

Additional information about the BCC Board of Trustees will be available at the Board’s page on the Bergen website: [http://www.bergen.edu/boardoftrustees](http://www.bergen.edu/boardoftrustees)
Section G: Profile of the Institution


Associate in Arts (A.A.) Degrees

**LIBERAL ARTS**
- General Curriculum
- Cinema Studies
- Communication
- Economics
- Global Studies
- History
- Latin American Studies
- Literature

- Philosophy
- Political Science
- Psychology
- Religion
- Social Sciences
- Sociology
- Women's Studies
- World Languages and Cultures

**FINE AND PERFORMING ARTS**
- General Curriculum
- Art
- Cinema

- Music
- Theatre Arts: General, Acting, Dance, Technical Production

Associate in Fine Arts (A.F.A.) Degrees

- Music Business

Associate in Science (A.S.) Degrees

**NATURAL SCIENCE AND MATHEMATICS**
- General Science
- Aviation Operations
- Biology
- Biotechnology
- Chemistry

- Computer Science
- Engineering Science
- Mathematics
- Physics

**ENGINEERING SCIENCE**
- Engineering Science

**PROFESSIONAL STUDIES**
- General Curriculum
- Aviation Administration
- Broadcasting
- Business Administration-General
- Business Administration-Accounting
- Business Administration-Hospitality
- Business Administration-International Trade
- Business Administration-Management
- Business Administration-Marketing

- Business Administration-Nonprofit Mgmt.
- Criminal Justice
- Early Childhood Education
- Education
- Exercise Science
- Health Science
- Information Technology
- Journalism
- Social Work
Associate in Applied Science (A.A.S.) Degrees

**ART**
- Computer Animation
- Graphic Design/Computer Graphics

**BUSINESS ADMINISTRATION**
- Accounting
- Management Information Systems
- Banking and Finance
- Publishing Operations & Management
- E-Business Management

**HOTEL / RESTAURANT / HOSPITALITY**
- General Studies
- Event Planning & Management
- Catering & Banquet Management
- Hospitality Management
- Culinary Entrepreneurship

**HEALTH PROFESSIONS**
- Dental Hygiene
- Paramedic Science
- Diagnostic Medical Sonography
- Radiography
- Health Science
- Respiratory Therapy
- Interdisciplinary Program – Medical Informatics
- Veterinary Technology
- Medical Office Assistant

**HUMAN SERVICES**
- Correctional Studies
- Legal Studies
- Law Enforcement Studies

**INDUSTRIAL AND DESIGN TECHNOLOGIES**
- Drafting and Design Technology
- General Engineering Technology
- Electronics Technology
- Manufacturing Technology

**INFORMATION TECHNOLOGY**
- Database Programming & Administration
- Networking Administration
- Information Technology – Office Technology
- Web Development & Management

**MUSIC**
- Recording Technology
- Music Business

**NURSING**
- Day
- Evening

**SCIENCE TECHNOLOGY**
- Horticulture
- Landscape/Design/Build

**SOFTWARE DEVELOPMENT**
- Game Programming
- Game Testing
### Section G: Profile of the Institution (Continued)

#### One-Year Certificates
- Computer Aided Drafting (CAD)
- Computer Animation
- Computer Graphics
- Computer Science
- Computer Technical Support
- Culinary Arts/Science
- Database Programming & Administration
- E-Commerce: Business Emphasis
- Event Planning and Management
- Exercise Science
- Floral Design
- Grounds Management
- Hospitality Management
- Landscaping
- Legal Nurse Consulting
- Medical Office Administrative Assistant
- Music Business
- Music Technology
- Musical Theater
- Office Technology
- Piano Instruction/Pedagogy
- Radiation Therapy Technology
- Small Business Management
- Surgical Technology
- Transfer Studies: Liberal Arts/Science, Technology & Professional Studies

#### Certificates of Achievement
- Accounting Assistance
- Baking
- Biotechnology
- Business Paraprofessional Management
- Catering
- CNC Programming
- Commercial Music Production
- Finance
- Fire Science
- Forensic Science
- Homeland Security
- Hospitality Operations
- Machine Tooling
- Manufacturing Design using Pro/Engineer®
- Marketing Assistant
- Network Security
- Non-Profit Management
- Private Security
- Professional Cooking
- Real Estate
- Special Imaging for Radiological Technicians
- Sports Management
- Sports Merchandising
- Welding Technology

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**NON-CREDIT PROGRAMS: Continuing Education**

#### Continuing Education Offerings

Continuing Education (non-credit) course offerings vary from year to year, but are generally offered in the following areas:

- Advanced Manufacturing
- Autism
- Bergen Goes Green
- Business and Industry
- Computer Training
- Construction
- Culinary Arts
- Fashion Design
- Finance
- Green Pathways to Employment Program
- Health Professions
- Hospitality and Tourism
- Human Resource Professional Development Certificate Program
- Interior Design
- Kids and Teens Programs
- Languages
- Makerspace
- NJ Family Care Training
- Nonprofit Leadership Institute
- Online Courses
- Personal Development
- Pest Control
- Property & Facility Management Education
- Quality Assurance Certificate Program
- Real Estate
- Teacher Education
- Wedding/Event Planning
- Welding
Section H: Major Research and Public Service Activities

1. Selected Faculty Scholarship

Amy Ceconi attended the NJ State Society for Respiratory Care Conference where she mentored a student and co-presented on Near Drowning. She also attended the NY State Respiratory Care Managers Educators Conference and participated in Suburban Studies Health Professions Program.

Deborah A. Cook participated in the NJDHA Educators Conference (May, 2015) in Princeton, NJ, where she attended joint meetings of ADHA and ADAA. She was the coordinator for the six dental hygiene schools' reports, and presented for Bergen. For the Garden State Conference (October, 2014) in Princeton, NJ, she attended two continuing education courses, organized by lobbyist Paul Bent and District II trustee Jacklyn Gleber for educators' networking, worked closely with Executive Director of NJDHA to reserve rooms, obtain media technology, and act as a moderator.

Joan Dalrymple presented “NJ FEAST 2015: Addressing food and noise issues” at the VALE Users'/NJLA CUS/ACRL-NJ Annual Conference, Piscataway, NJ in January 2015. She also co-edited the NJLA CUS/ACRL-NJ Chapter Newsletter, Fall 2011-Present.

Kaye DeMetz created the theatre production "Suburbia Onstage II, Scenes from Suburban Life," from research of playwrights’ perspectives (June, 2015). She also created "Visions of Suburbia", a presentation of artists' perceptions of the suburban life style with Claire McConaughty & Brian Cordell (October, 2014).

Maureen Ellis-Davis is the Vice-Chair of the Board of Directors at East Coast Colleges Social Science Association (ECCSSA), the Associate Editor of the ECCSSA Journal and co-organizer of the annual Tri-State Best Practices Conference (held at BCC at the Meadowlands). She is a member of the Suburban Studies Group (focusing on African American Women in Suburbia, inequality in the suburbs), ATD Core Team, faculty, and Data Team.

Dr. Hillel Ephros concluded his second term as Chairman of the Oral Cancer Consortium, a multi-institutional organization dedicated to raising awareness in the community and among health care providers, conducting free screenings and promoting early detection of oral cancer. He was also mentioned in the August 2015 issue of Oral and Maxillofacial Surgery Clinics of North America.


Florentina Galla published her first book, Confessions of a Holistic Hygienist in a New Era of Wellness with Balboa publishing, and in January/February, 2015, her book was promoted in the Desert News. She also wrote an article in May, 2015 "Biological Dentistry and Gum Inflammation", which was promoted in the June edition of Hudson magazine and published in the Bergen edition of Natural Awakenings.

Linda Hall was a moderator at the Tri-State Best Practices Conference (March, 2015), attended and participated in Gamificiation Courses along with the Managing Director of CiTL, Amarjit Kaur, and contributed ideas that would stimulate classroom teaching-interaction concepts (Spring, 2015).

Kaye Hossain presented “Wikipedia: Classroom Friend or Foe” at Farmingdale State College Teaching of Psychology Conference, Tarrytown, NY.

Polikseni Hysi is working toward the completion of a master’s degree in a Health Science program from NOVA Southeastern University (September, 2015 – Current). She made the Chancellor’s list in the Winter 2015 semester, and was inducted as a member of NSU’s Chapter of the Golden Key International Honor Society and as a member of Delta Epsilon Iota Academic Honor Society of NSU.
Section H: Major Research and Public Service Activities (continued)

1. Selected Faculty Scholarship

Kimberly Lewis-Banks recently completed a Bergen County-based Fellowship called Bergen LEADS, a ten-month intensive think tank composed of various educators/professionals either residing or employed within Bergen County. Participants were charged with creating a forum in which to identify, address, and present a solution to a pressing issue/issues faced by residents of the County. She is currently enrolled in the NJ State Certified Mental Health Counseling Program, offered through the Office of Homeland Security. Lewis-Banks also completed the New York State Mental Health First Aid Responder Certification Program, offered through the NYS Department of Health & Mental Hygiene and she completed the NYS Emergency Disaster certification training, offered through FEMA.

Denise Ligouri taught a series of courses titled “Deafness; Careers, Culture and Language” to Support Organ and Tissue Donation through the NJ Sharing Network. She and Monica Postle, Coordinator of Student Affairs, co-presented a conference session titled “Shake the Tree” at the NY ACRAO Fall Conference at the Fashion Institute of Technology. Denise Ligouri also co-presented a session titled “Data Mining for Completion, The Sequel” with Jacqueline Ottey, Managing Director of Enrollment Services, and Monica Postle at the 2015 Best Practice Conference at Camden County Community College.

Joan Liu-Devizio participated in the 2015 VALE Users'/NJLA CUS/ACRL-NJ conference planning committee to host the program cover design competition and developed the VALE BCMC brochure to promote technical services activities in NJ academic libraries.

Joseph Mamatz delivered a lecture on “Back to the Basics” at the annual conference of the Radiology Administrators at Holy Name Medical Center. This presentation was intended to help managers, technologists, and students embrace the concepts being presented. He also presented two lectures for the Bergen Community College Faculty Development initiative on the “Multi-Generational Population.”

Carmen L. Martinez-López published “Corporate governance in microfinance enterprises: A conditional matrix study from Spain to Latin America” in the peer reviewed Journal of International Management Studies, which she presented at the International Academy of Business and Economics, Las Vegas, NV in 2014. She also presented at the Academy of International Business North East Annual Conference in 2014. Her paper was entitled “How insourcing companies are benefiting the economy of the United States.”

Jennifer McCarthy presented a Preconference session: “Debriefing is not just for simulation – enhancing student learning through purposeful debriefing”; a general session: “How did you do that – building a simulation center”; and “From novice to expert – take the next steps in advancing the uses of medical simulation” at the National Association of EMS Educator Conference (NAEMSE). She also presented “EMS not just for emergencies: the use of simulation and its impact on the future of EMS in healthcare” at the Simulation User Network meeting.

Laura Ochoa moderated a panel of presentations at the BCC Honors Conference held in Spring, 2015.

Lisa Picht served as an accreditation site visitor for the American Veterinary Medical Association. She and Jennifer Battiato presented a hands-on wet lab on suturing techniques for veterinary technicians at the 2015 annual NJVTA conference.

Lynn Schott was the Vice Chair of the Member Services Committee from 2014-2015 and is currently the co-chair (2015-2016). She is also the Chair of the Strategic Plan Implementation Team on Membership, 2015-2016. She presented a poster entitled “Your Local Path to Excellence” at the VALE Users’ Conference, January 2015.

Carolan Sherman presented to the HPOG Student Network about Forensic Nursing. She and Mary Chmielewski are writing the 7th edition of their CST exam review book.

Dr. B. Kaye Walter is the Vice-Chair for the NJ Community College Consortium for Workforce and Economic Development. In addition, she is a member of the Phi Theta Kappa Advisory Board and of the NJ Tech Council Board. From 2012 to present, Dr. Walter has been a member of the Commerce and Industry Association of New Jersey Board, the Bergen County Workforce Investment Board, The Council of County College Presidents, and the Council of State College and University Presidents. She also received a Phi Theta Kappa Regional Coordinator Award in 2015.
Section H: Major Research and Public Service Activities (continued)

1. Selected Faculty Scholarship

Anthony Yankowski was appointed as a member of the New Jersey Higher Education Committee from 2014 to 2015 and from 2015 to 2016.

2. Selected Service Learning/Community Outreach

Denise Avrutik is the commissioner and co-chair of the South Brunswick Commission on Women and Domestic Violence, she participated in Give Kids a Smile as a faculty advisor (February, 2015), and participated in the walk to support organ donation held at the Bergen Community College campus (April, 2015).

Amy Ceconi gave a Nebulizer presentation to Nursery School teachers, volunteered for the NJ Sharing Network Organ Donation Awareness Walk, and volunteered at the Bergen County EMS Training Center.

Geralyn Collins Eisler organized 18 Diagnostic Medical Sonography students to participate and provide services for the NJ Sharing Network’s 5k Walk at BCC in April, 2015.

Deborah A. Cook participated in Give Kids a Smile Day (February, 2015) at Bergen, organized a Liberty Science Center trip for volunteers to provide patient education (October, 2015), and organized for volunteers to provide services to athletes at the Special Olympics (June, 2015) at The College of New Jersey, Ewing, NJ.

Joan Dalrymple volunteers as a co-leader with Girl Scouts, Troop 95387 in Ringwood, NJ.

Maureen Ellis-Davis is involved in Leadership in a Boy Scout Troop with scouts on the autism spectrum, Bronx, NY.

Linda Hall has made extensive contributions to two Eagle Scout projects in Park Ridge, NJ (Fall, 2014 – Spring, 2015), raised money for the Park Ridge Football Team, and participated in Feed the Homeless at Park Ridge Reformed Church.

Polikseni Hysi participated in Give Kids a Smile Day at Batista Family Dentistry in West New York, NJ.

Melissa Krieger developed a new Service Learning Opportunity in collaboration with the Boys and Girls Club to organize Education majors at Bergen Community College to volunteer with the Boys and Girls Club of Lodi and Hackensack (Fall, 2014 to Fall, 2015).

Goli Kocharian organized for dental hygiene alumni and students to take part, as the largest group and the only dental hygiene school team, in the 7th Annual Oral Cancer Foundation Walk/Run for Awareness in September 2014, raising $625 for oral cancer research.

Natalia Novas co-chaired a joint service project fundraiser hosted by North Hudson Rotary and Jersey City Rotary clubs amounting to over $7,000 for a community service project in Hudson County, New Jersey. She also chaired the first Annual Memorial High School Alumni Association Scholarship Fund Gala for the students of West New York public schools. She developed community dental health workshops in collaboration with Save Latin America.

Laura Ochoa mentored two Honors students who presented research papers in psychology at the BCC Honors Conference held in Spring, 2015.

Ronald Orso was a Senior Planner at the Ramsey Office of Emergency Management and held weekly Meet and Greets for BCC at the Bergen County Institute of Law and Public Safety.

Lynn Schott was a volunteer librarian at New Jersey Botanical Gardens/Skylands Association in 2014 & 2015. She was also a moderator for the “Women in Suburbia” event in March 2015.
Section H: Major Research and Public Service Activities (continued)

2. Selected Service Learning/Community Outreach

Sanford Shevack has been a member of the Board of Directors of the Mahwah Environmental Volunteer Organization for the past year by volunteering to remove trash from the woodlands of the Ramapough Lenape Native American Tribe. She is also a member of Amnesty International.

Harriet Terodemos organized the annual NJVTA conference in April, bringing together veterinary professionals from the region to provide CE to the veterinary technicians of New Jersey. She and Lisa Picht organized a canine and feline spay/neuter initiative for the shelter pets at RBARI in Oakland, NJ during the Veterinary Surgical Nursing and Anesthesia course in April and May, 2015. She also participated in the Bergen Community College Community Health Week offering information on Pet CPR.

3. Grants Administration

The Office of Grants Administration facilitates the development, acquisition, and implementation of grant-funded projects that further the goals, objectives, and strategic priorities of Bergen Community College. During FY15, the College was awarded nineteen grants, totaling $13,076,496. The Office also managed/operated twenty-eight projects, which were supported by more than $21 million in funds, and submitted twenty-three new proposals for funding consideration. A few of the more significant projects, either continually funded or newly awarded in FY15, include:

- The **Health Professions Opportunity Grant (HPOG)** is a five-year grant award designed to establish a region-wide consortium effort to build the capacity for health professions training and certification. This enabled eligible individuals to secure employment and career advancement in health professions pathways. Since its inception, the consortium enrolled nearly 5,000 participants, about 3,000 of whom completed training and earned industry recognized credentials, with 2,000 or more securing employment.

- The **Science, Technology, Engineering, and Mathematics (STEM) Grant** is a five-year grant award designed to fulfill the urgent and growing need for STEM professionals in a competitive and global workforce. The project has three goals: (a) to increase the recruitment and persistence of STEM and STEM education students; (b) to improve the graduation and transfer rates for students enrolled in STEM and STEM education programs; and (c) to enhance data-based decision-making to inform and improve student outcomes, program development, and articulation.

- The **Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant** is a four-year $15 million award designed to fund the New Jersey Health Professions Pathways to Regional Excellence Project (NJ-PREP). NJ-PREP is a partnership that builds on the HPOG initiative noted above. It includes 12 community colleges, over 20 employers, and 11 county Workforce Investment Boards and One-Stop Career Centers. The college and its partners are working to build a state-wide healthcare career pathways system that coordinates and aligns strategic partnerships, resources, funding, policies, data, and accountability measures. Ultimately, this partnership enables the unemployed, veterans, and other displaced and underemployed workers to successfully access and complete health profession programs to gain family-sustaining careers in the healthcare sector. The project will serve over 2,000 participants.

- The **Urban Areas Security Initiative (UASI) Grant** is a two year grant award designed to enhance both the College’s and the region’s ability to build, maintain, and sustain national preparedness capabilities. The project aims to enhance campus security through the purchase of a wireless video surveillance system as well as the installation of cameras on existing light poles in parking areas and the Childhood Development Center pickup area.

- The **Violence Intervention and Prevention (VIP) Grant** is a three-year grant award designed to develop the BCC Coordinated Community Response to violence prevention throughout the campus community. The initiative promotes continuous improvement and increased coordination of: (a) communication regarding sexual assault, domestic violence, dating violence and stalking issues; and (b) the sharing of crisis response tactics, community referrals, and resources with partners.
Section I: Major Capital Projects Underway in Fiscal 2015

**Under Construction:**

- New Health Professions Integrated Teaching Center
- Men and Women's Restrooms S317 and S318 Renovation

**Completed:**

- Paramedic Program Facilities at the Meadowlands
- Utilities Relocation for New Health Professions Building
- Honors Hall Concrete Sidewalk
- West Hall Terrace Deck Replacement
- Parking Lots A/B/C Wireless Camera System
Section J: Strategic Planning Goals

Strategic Theme 1: Student Success and Excellence

_Cultivating student success and assuring the quality of learning remain bedrocks of the College. Evidence-based decisions regarding achieving student success and providing superior learning opportunities will solidify these objectives as primary goals of the institution._

- Goal: Enhance and expand a college-wide culture dedicated to student success
- Goal: Increase course completion, retention, transfer and graduation rates
- Goal: Reduce the achievement gap between majority and under-represented minority populations

Strategic Theme 2: Faculty and Staff Success and Excellence

_The College’s faculty and staff remain one of the school’s most valuable resources in achieving student success and institutional excellence. Bergen leaders will continuously invest in the professional development of both groups in order to expand the organizational knowledge base, secure future goals and accomplish the College’s vision and mission._

- Goal: Increase professional development opportunities; recognize and promote faculty and staff contributions
- Goal: Launch an orientation program for all positions and new hires
- Goal: Embrace the contributions of non-tenure track faculty

Strategic Theme 3: Commitment to Bergen County

_The College serves Bergen County residents by providing access to quality post-secondary education, value-added workforce training, and cultural and artistic programming. Collectively, Bergen faculty, staff and administrators pledge to strengthen existing relationships with community stakeholders and partners while aggressively forging new relationships that support the College’s vision and mission._

- Goal: Develop, nurture and strengthen partnerships with the Bergen County community
- Goal: Strengthen awareness of the College’s commitment to excellence and public service
- Goal: Enhance and expand programs to better serve the educational and workforce development needs of Bergen County

Strategic Theme 4: Institution Building

_The College will strive for excellence in internal operations and fully commit to the success of the institution through utilizing the intellect and dedication of faculty and staff. College leaders will strengthen budgetary and technological resources through improved stewardship. Effective communication and continued civility will drive transparent decision-making that will reflect the College’s vision and mission._

- Goal: Establish clear and transparent communication pathways
- Goal: Foster a culture of collaborative innovation
- Goal: Build inviting and functional facilities
- Goal: Ensure instructional and administrative technology systems remain cohesive, current and intelligent
- Goal: Obtain additional finding and strengthen human resources